

# QUEEN'S COLLEGE JOURNAL.

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WITH this issue the thirteenth year of the JOURNAL's history is brought to a close. Altogether it has been a most successful one; and from the hearty reception accorded our college paper by the students, graduates, and friends of the University, the management have reason to feel that their efforts have been appreciated. The JOURNAL, however, has not reached the acme of perfection, and it is to be hoped that it will continue to increase in strength and vigor as it increases in age. This year as usual we have had our staff changes, delinquent subscribers and the ups and downs of a college paper, but for all this we feel that we have progressed and have become stronger. In bidding farewell to our many friends, we do so with regret, but we rest satisfied in the assurance that their friendship will be as heartily extended to the management of the JOURNAL for the next session.

FOR the third term Dr. Fleming has been elected to fill the office of Chancellor of this University, and the unanimity shown by Queen's men in choosing Dr. Fleming for the third time, is itself a tribute to the zeal and energy shown by him on behalf of Queen's. No gentleman more worthy could be found to fill the highest office of Queen's University, and we all feel that an honor has been conferred upon ourselves by the appointment of Dr. Fleming. In his inaugural address, which appears in this issue, the Chancellor most clearly portrays the obligations which devolve upon a man of intellectual strength and the duties towards the general public, which he is called upon to perform. He pointed out that we should look for traces of a university education, not alone in the professions, so-called, but in every walk and condition of life. Every man, no matter what his business may be, is rendered more capable to perform his duties by a sound college education.

AT THE meeting of the Board of Trustees held on the 28th ult., it was reported and approved by the Board that the Senate had arranged to hold the matriculation examinations at the different High Schools in Ontario, in connection with the Departmental examinations, and also, that private arrangements had been made with the Universities of Victoria and Trinity College to appoint a common Board of Examiners for the Junior Matriculation examinations. This, we think, is a step in the right direction, as matriculants at each of these colleges will now be placed on the same footing. The matriculation work done at

the High Schools and Collegiate Institutes will no longer be divided up as was the case heretofore when pupils were preparing for entrance to different colleges; and although Toronto University has not yet joined this common Examining Board, yet we feel sure that the managing body of that College will soon feel it to be to their advantage to do so. We may look upon the formation of this Board as the first step to common examinations for the B. A. degree.

ON CONVOCAION day, the 28th ult., the 45th session of Queen's University was formally declared closed. Looking back over the past year we cannot help congratulating ourselves over the marked advance of the University, even in so short a time. The Freshmen classes in Arts and Medicine were the largest that have up to the present entered Queen's, and the number of graduates this year surpasses all previous records. This is a fact worth of notice, for it is the most effectual way of showing the advancement of the University. Every year an increased number of students are coming from the West, thus showing that Queen's is making a name for itself where a few years ago it was comparatively unknown. The Maritime Provinces, also, send a large number of their sons to Queen's, and we hope before long to welcome their daughters as well, in our halls. This year has also seen renewed and redoubled efforts on the part of the friends of Queen's to furnish her with the best possible equipments. Our worthy Chancellor, Dr. Fleming, originated what is now so widely known as the Endowment Scheme and the marked success which attended it, showed clearly the love for Queen's cherished by all her friends, and their determination that she should be well equipped in every way. We understand that some additions will be made to the staff by the beginning of next session.

AN EXAMINATION is generally understood to be for the purpose of finding out what the student knows about the subject on which he is examined, but some Professors seem to have the idea that an examination is for the purpose of finding out what the student does *not* know about the given subject, and they accordingly set papers of a most catchy and cranky character. This style of paper is most contemptible, as it is by chance almost altogether that correct answers are given to such questions. A man may be ever so well up in the general principles, and outlines of a subject, but may be 'caught' by a paper of this nature. Clearly such a style of examination paper is absurd and unjust. Again, certain Professors seem to think that it speaks well of their class when a large number are "plucked" in it. To us at least it seems just the reverse, for surely it augurs ill of the Professor's ability to lecture and to impart knowledge when a large percentage of those to whom he lectures are incapable of understanding him. Either this is the case or the paper he sets on his examination is not consistent with his lectures; this last is surely wrong, for the student cannot be supposed to have any great knowledge of the subject outside of the lectures he receives; and to pluck a man on what he is not supposed to know cannot be justified in any way. While speaking of examinations we might mention a plan that, in our opinion, would tend to lessen the large amount of 'cram' done before the final examinations in the spring. It seems to us that a student who makes over forty per cent. on his monthly examinations is quite capable of surpassing that per centage on the final examinations; therefore, why not allow this forty per cent. on the monthlies to count as a pass, giving the student, however, the option of writing on the final examination for rank. This we think would create much more interest in the monthly examinations.

CONVOCATION.

THE Annual Convocation for the session of '85-'86 was held in Convocation Hall on the 27th ult. After the opening prayer by Rev. J. K. McMorine, chaplain of the day, Dr. Grant announced the appointment of Sandford Fleming, C.M.G., LL.D., to the position of Chancellor of Queen's University. The oath of office having been administered Dr Fleming was formally declared Chancellor of the University and was then arrayed in the magnificent robes of that office. These ceremonies being concluded the Chancellor delivered following address:

THE CHANCELLOR'S ADDRESS.

*Mr. Vice-Chancellor, Members of Convocation, Ladies and Gentlemen:—*

As there can be no duty more agreeable or more honourable than that which arises from association with this seat of learning, I was prepared, when I vacated the chair at last Convocation, to fulfil the obligations of a less prominent and dignified position than that of Chancellor. I would gladly have continued my connection with "Queen's" as a Trustee or as a more humble member of the Endowment Association recently formed. I have, however, again been called to this distinguished position, and, although no stranger within these walls, it is with diffidence that I again assume its duties. For I am ever sensible of my deficiencies and the absence of those high qualifications which others possess, and which I venerate so profoundly. Nevertheless, if I feel called upon to accept the responsibilities your desire imposes, I must express my grateful sense of the confidence which has been extended to me. I can only add my assurance that it will be my anxious desire to do all that in me lies to serve the University with what powers I can command, and to extend her career of usefulness to our common country.

I am sure that I can look with confidence for the same support and indulgence in the performance of my duties, with which I have hitherto been favoured; and I am impelled to make this acknowledgment, that if success has attended my incumbency during the past six years, it has been wholly owing to the wisdom of the Council with whom I have been associated, and to the friendly aid and co-operation of the distinguished Principal who watches over the interests of "Queen's" with such vigilance and zeal.

Custom has established that the inauguration of a Chancellor shall be met on his part by a declaration of his views and opinions, generally on some special subject of inquiry, or on topics, which at the time, appeal to public attention. I shall venture to trespass for a few moments only on your attention, and I must ask your indulgence while I submit to you some thoughts which have weight on my own mind and which may possibly meet with sympathy in other quarters.

The idea appears more or less to prevail that Universities and Colleges, in respect to the advantages obtainable from them, are limited to a comparatively narrow and contracted sphere of usefulness. First, there is the theory

that the years devoted to university life are simply means to a personal end, that their value is represented by the Degree obtained, that they are necessary, mainly, if not wholly, to prepare men for the learned professions so-called: Divinity, Law and Medicine. Again, it is affirmed that the chief end of a university education is the mental development of the student; that mere intellectual gymnastics is the object of a liberal education; that the student is to be considered the end in himself; and that the process of study is simply a means of invigorating and developing individual mental strength, and that the knowledge that springs incidentally from it is of secondary importance.

I am unable, wholly, to agree with these views. In my humble judgment they are alike based on error, and are deficient in breadth. Moreover, I hold they give rise to a tone of thought which is cramping to generous minds and provocative of selfishness.

Good education should always have in view noble and useful ends. In the age we live, it is not possible to ignore utilitarian necessities, and if we take for our postulate that all good is useful, and that the greatest good is most useful, we are prepared to consider the question: what is the true purpose of the years passed in a university? Our search for a reply soon leads us beyond the student himself, and we find that we must endeavour to understand the position of the teacher, and take a proper estimate of his most important functions. We must, at the same time, place in the first consideration of importance, the proficiency which, as a body, the students may attain. For it is they who, in their manhood, have to play an important part in leavening the masses for good and in elevating the community in which they are to move. The young men may enter the professions, they may become merchants, they may cultivate the soil; whatever line of life they may follow, we may be sure that the students of to-day will be the builders and leaders of society in their turn, and it is to them we must look for those influences which are best calculated to benefit the public generally.

The student, after years of study within the walls of any university, his mind disciplined and formed into an instrument for the exercise of the highest energy of which he is capable, surely he cannot rest content in complacently looking upon his scholarship as a possession which is all his own. He cannot retire within himself to live within the circle of his own hopes and feelings, indifferent to the claims which society has upon him. I have heard such a character compared to a chronometer without hands. The instrument may be skillfully constructed; it may be stamped with the name of the most eminent watchmaker; it may be perpetually wound up and kept in movement, but as a guide, to direct and control men in their daily duties, it is useless.

For what purpose were universities established by wise founders? For what object are buildings erected by liberal citizens? For what are universities endowed by

generous benefactors? For what are the most learned and capable teachers sought in every direction? I cannot but say that my own ideas are entirely wrong if the whole is not for the general public welfare. And, further, it seems to me that each individual student who receives a university education, whatever his future walk in life, carries with him obligations of no mean order.

As in a university, we have not merely the elements of one branch of learning, but the accumulated means of all scientific and literary research, all past experience, all acquired knowledge; as a university is established, not for the present age only, but for every age; so also its advantages are not merely for the benefit of the individual student, but for the general benefit of all within its influence. The man who is privileged to receive university training is placed in possession of a precious trust, which he is morally bound not to waste, or neglect, or misapply. His education will indeed have failed in every particular if the principle has not been indelibly impressed on his mind that his duty is to employ all his acquisitions of knowledge, his culture, his invigorated powers, for the benefit of his fellow-men, and for the advancement of the cause of true civilization and natural well-being.

It is not then to be expected that universities convert ordinary men into intellectual giants, but they can elevate moderate powers to a higher standard. Education cannot create mind, but it unfolds and strengthens what mental vigour nature has conferred, and it can discipline and develop all the faculties. Any system of education is simply incomplete if it does not inculcate that the university student is under deep obligations to others less favoured, and to his country; and in accepting a Degree he takes, as it were, an oath of fealty and gives his pledge that the impressions which his mind and heart have received from his *Alma Mater* will influence his whole life whatever his future sphere of activity.

It is not then in the professions alone we should look for the unmistakable traces of university training. It should be found in every walk of life. In agriculture, in commerce, in manufactures, even in the subordinate positions arising from varied circumstances, and what position, however humble, is antagonistic to the doctrine that he who fills it should be sustained by the desire to advance the interests and elevate the tone of public and private morality.

I ask if we may not claim that we have here the main end of university training; to produce the highest order of men, prepared to take their place in the arena of life, capable of exerting an honourable influence in every sphere of effort, whether in the ordinary avocations of industry, the pulpit or the press. Men who have a proper sense of the high functions to which they are called, whose culture and character will unconsciously enter into the lives of others, disseminating and propagating good, present and future, thus the benefits of universities permeate through the whole fabric of society; and what in a greater degree can promote a nation's advancement and

elevate the character of a community? Peculiarly can the appeal be made in our own country where public opinion so largely rules. Do we not need it in a continually increasing degree, in order that the public will shall be founded on wisdom.

Occasionally we hear it stated that there are too many universities. On this point the Principal has remarked, and I sustain his opinion, "there cannot be too many well equipped universities, and there cannot be too few poorly provided."

As for "Queen's," we do not conceal the fact that there is need of a more enlarged endowment. In that respect, however, she is growing stronger year by year. Private munificence, that wonderful source of strength, has never been inactive, and we are gaining new friends in all quarters, even beyond the geographical limits of our own immediate Province.

I ask is it possible for a community to possess too many educated men? A year ago I pointed out from this chair that Scotland when she had a quarter of our population, I referred only to the Province of Ontario—when very much poorer than we in Canada, and distracted by civil strife, she was better provided with universities than we are to-day in the Dominion, enjoying the blessings of peace and plenty. Has it ever been an accusation against Scotland that she possessed too many universities? Has she now too many students? and yet she has three times as many per cent. of the population as we have in Ontario. Has it not been the influence of her universities, acting through visible and invisible means on rich and poor, on all classes of her people, from the peer to the peasant, which has made the name of Scotland known, and the power of her training felt in every quarter of the globe? It is sound educational training which has given Scotland her character; that rectitude of purpose; that stubborn will; that unflinching self-control; that patience under misfortune; that courage in action; that power of combination; that self-reliant honest industry; that devotion to duty, and that loyalty of character which as a people, they are known to possess.

Shall we in Canada be satisfied to occupy an inferior position to the people of any country, or shall we more and more promote a public sentiment among all classes in favour of scholarships? Shall we aspire to an intellectual standard, which will create a national pride at home and command respect for our country abroad? Ought not every educated Canadian, wherever his fortunes may take him, by his whole life and character, testify to the worth of the institutions from which he has sprung?

We have only to recall a single historical event which has occurred since the present session commenced, to note the wide scope opening up for the exercise of the most enthusiastic efforts of our educated men.

That event in our annals has brought us face to face with new nations in the west. It has opened the whole range of the western ocean and the islands of the Pacific to Canadian commerce and enterprise.

It is for us to remember the affinity between commerce and education. On all sides we can trace the influence and munificence of the merchant and man of business. In no walk of life do we find greater benefactors of institutions of learning. It is they who give encouragement to study by founding libraries, endowing chairs and scholarships, and by the erection of buildings. It may be said that there is scarcely a well-directed effort unmarked by some monument of their liberality.

It is not simply the sympathy of the merchant with mental culture, which has always led him to befriend institutions of learning. His interests as well as his sympathies incline him to their side, for we find him at once the patron of science and the advocate of peace. Commerce has in no small degree aided in the development of the steam engine from a mere scientific toy to the most wonderful power which has ever been used by man. Science has pointed out to commerce how to employ the electric spark in the transmission of thought from one continent to another, and commerce by this means has brought localities the most remote into close neighborhood. For half a century back, science and commerce have been co-workers and co-benefactors of mankind. They have indeed revolutionized our whole mode of life and thought. Science and commerce may be compared to twin sisters. For long years they have moved onwards side by side, with unceasing activity for the benefit of man. What depths have they not sounded? What seas have they not spanned? What heights have they not scaled? What barriers have they not overcome? Hand in hand they have sought out the ends of the earth and brought to our doors a thousand comforts and elegancies, which the most humble may enjoy.

It is due to these agencies, and to the influences springing from them, that in no small degree we are, in Canada, no longer a group of settlements on the banks of the St. Lawrence, remote from the great highways of the world. It is due to them that we find Japan, our nearest western neighbour, where we can watch with interest the process of engrafting a new civilization on an old Oriental race; a race already manifesting a wonderful vitality in the path of progress. Science and commerce have placed us on a new highway to India, whose very name carries us back to the morning of history—that Empire whose fabulous wealth has appealed to so many imaginations through so many centuries.

These twin agencies have also placed us midway between Old Britain and a New Britain, growing up with a marvellous growth in the Australian colonies, and we hail with satisfaction that we are now enabled to open commercial relations, to promote identity of feeling, and develop a common interest in our political relationship. Naturally our affections turn to our kith and kin, who live under the same laws; safeguarded under the same flag; enjoying equal freedom; and whose fortunes are united with our own, in loyalty and love to the same great Empire of which equally we form a part.

While we thus find our sympathies drawn towards our fellow-subjects beyond the Pacific, sympathies which are shortly to be invigorated and strengthened, we do not cease to love the land which gives us our daily bread, and which is the scene of our activities and happiness.

If the material advancement of the Dominion has brought with it new conditions of life and more extended privileges, it has, at the same time, increased our requirements, widened the circle of our duties, and made our responsibilities greater. Our national advancement has not been surpassed in modern times. We have commenced to take a place in the common history of the world. We feel as if standing on the threshold of a new age. We have secured an almost boundless arena for agricultural development, with an unlimited field for commercial activity. But a nation cannot, with safety, confine its efforts to commerce and agriculture. It must have something more than these elements of prosperity. Its aim must be higher, to make sure that its progress is permanent and its position stable.

The education of youth is one of the chief means by which these higher ends can be attained. To neglect the means is to enter upon the first step downward. It is not possible that Canada can be built upward to a high rank in the scale of nations by any system of intellectual and moral inferiority. To advance to our true position we must form a high ideal, the best which wisdom and patriotism can devise, and unflinchingly work up to that ideal.

The University is an important part of the machinery to attain the desired results, and when I speak of the University, I am not unmindful, that sister institutions have been established with the same aims as those we place before us. The best understanding, blended with kindly feeling, exists, as it always should exist, between institutions of learning. If there be rivalry, it is as honourable as it is desirable. All are striving for the same objects, and the prosperity of one is a benefit to all, and is gloried in by all. It gives rise to new efforts to attain a higher standard of excellence. If they are competitors, it is a noble cause, their rivalry is to excel in usefulness. Thus the universities of the Dominion in inculcating all that is elevating, in promulgating those influences which raise the moral and intellectual well-being of the community, cannot fail in promoting the material prosperity of the country, and in placing it on an enduring basis.

Such, I confidently believe, is the high mission of "Queen's." Her position and usefulness are recognized in all quarters, she has struck her roots deep in the hearts and homes of our people, and I feel justified in stating that if this University has obtained and continues to obtain generous sympathy and support in so many directions, it is due to the truly Catholic spirit of her regulations. Her portals are open to all who will enter them; no matter the creed or race or color; and I may add, or sex of the student; equal advantages of education are extended to all.

We cherish a just pride in the men who have already been trained within these walls. We are full of hope for those who are to follow. I am sure that I may justly claim for the Professors, whose life and labours have entered into this University, that it will continue to be their highest endeavor to send forth men imbued with the resolution, and trained to the capacity to widen and strengthen the foundations of society, by placing them securely on principles of truth and morality.

May the sons of Queen's always pursue noble ends by noble means. May they write their names in golden characters in the annals of our country. May her fair fame, through them, be reflected more and more as the years come and go. May the influence they will exercise contribute in no small degree to make the name and honour of Canada known among the nations.

This address was received with loud applause, and all present showed their appreciation of the efforts put forth by Chancellor Flenning on behalf of Queen's.

The Chancellor then called on Miss M. Oliver to read the Valedictory of the Ladies' Medical College. Miss Oliver was warmly received as she stepped forward and delivered the following address:

#### MISS OLIVER'S VALEDICTORY.

*Mr. Chancellor, Gentlemen of Convocation, Ladies and Gentlemen:*

When a few years ago the question "How shall the women of Canada, who are seeking a medical education, obtain it in their own country?" was being considered by many thoughtful men and women in different parts of this land, the good people of this stalwart little city did not rest satisfied with merely talking, but most generously put their hands in their pockets. Thus it came about that in a very few months the Kingston Women's Medical College was a reality. For this praiseworthy act and large-hearted liberality we who have benefitted thereby owe a debt of gratitude which we hope in time to repay in some small measure by doing our utmost to promote the growth and progress of the College. But this new-born College was not to be left to feel herself an orphan; good old Queen's University soon opened wide her motherly arms and made her one of her children. And I am here to-day glad to be able to tell you that her little daughter, having passed safely through her first teething, promises to grow up into a useful and noble womanhood. Already her graduates, though so very few in numbers, are widely scattered, doing good faithful work, and we, the members of the class of '86, would seek to go forth from her college halls to our life work, filled with the same earnest wishes which inspired those who have gone before us. Yet though we have eagerly looked forward to this time, now that it has come, we welcome it with mingled feelings of gladness and regret. College days have been busy days, but they have been happy ones. Often in the future will

we lift the curtain of memory and take a long look back on these pleasant years,—years in which we surely cannot have failed to catch something of the spirit of our Professors, something to carry away and keep ever before us in our endeavors to use the knowledge which they have aided and guided us in acquiring. To them, one and all, we bid a regretful farewell, as also to our many friends among the citizens of Kingston whose kindnesses we are powerless to repay save with grateful thanks. But "Ye have your reward." The grace of hospitality like that of mercy is twice blessed. You have remembered our Lord's words, "I was a stranger and ye took me in" on you falls His benediction, "In as much as ye did it unto one of the least of these My brethren ye did it unto Me."

Having been privileged to enter on and complete a medical course, perhaps, I may be permitted to say a very few words with regard to what so many of my sex seem to be afraid of. In attempting to acquire a knowledge of this wonderful body of ours the student will very probably at first be appalled by the vast amount of anatomical geography which has to be stored up in the memory. This feeling of dread, however, fades away, as one by one we make the acquaintance of the many little rivers which carry their life giving crimson currents to all parts of this strange country—the soul's abiding place—and then find their way back in other and darker streams to the ocean whence they came, and when we have learned something of the numberless telegraphic messages to and from the great central office situated in the capital of this country, we begin to think that by patient perseverance we may obtain at least a fair understanding of what has by this time become to us a most interesting study. I speak not only my own experience, but also the experience of all my fellow-students, when I say that the student finds in medicine and surgery much of interest and delight.

To those women who are contemplating a course of medical study, but yet are dreading to venture thereon, I would without hesitation say: Throw your fears aside and before your first session is completed you will laugh at your cowardice. True it does not take many lectures in Anatomy to firmly establish in the mind the truth of the old adage, "There is no royal road to learning," but if you are not afraid of hard study there is nothing else which need deter you, and what work of any real value is accomplished save by patient earnest endeavor?

There is at the present day a loud call to women to enter the profession and assert her right to relieve the sick and suffering of her own sex in all lands. Especially from our poor down trodden sisters in the East does the Macedonian cry sound out with a trumpet peal. Nor are they, while calling loudly from their barren hearts and cheerless homes "Come over and help us," sitting with folded hands.

A Japanese lady having in an American College gained a knowledge, is now practising among her country women, and only the other week a Hindoo lady, Amandabai

Joshee, graduated from the Women's Medical College in Philadelphia, and is now on her way to her native land to carry healing into the prison homes of her benighted sisters. Another Hindoo lady has lately given \$75,000 to found a Hall of Residence in Calcutta, for native women, students of medicine, thus generously aiding Lady Dufferin in her good work. Is it much then for us to give our help to those who out of the thick darkness which surrounds them are thus groping their way toward the light?

While the practise of the art of healing is work for which woman is peculiarly well-fitted, still it is no matter for surprise that, though we have in Ontario two Medical colleges for women, as yet so few have ventured within their walls. Their doors were opened so suddenly that it could not be expected that many would be found prepared to embrace the opportunity offered. Besides all women are not meant to be doctors. Parents have sometimes made a mistake when they sent their son to college and it is just possible to make the same mistake with regard to their daughter.

Though as yet, only a few have seen their way clear to seek degrees in Arts or Medicine every woman ought to realize with her whole heart and soul that she was born into the world to be useful in some way. Surely! my sisters, we dishonour our womanhood when we give our best thoughts to the trimming of our bonnets, or when our aims in life rise no higher than to be the most graceful dancer or the best lawn tennis player in our set. Not thus can we ever hope to hear the master's "Well done." To us as well as to our brothers have been entrusted talents with which we are commanded to trade and for which we must give an account. True our bodies must be clothed and our social natures should not be allowed to starve, but they are not the only parts of our being requiring food and clothing. "We must keep pleasure under or it will keep us under." How are we to widen and deepen and strengthen this grand, glorious life of ours if we feed it only on sweets? An eminent Christian lady recently in addressing a large assemblage of women in London, England, gave expression to a feeling which saddens many thoughtful hearts. She said her heart ached for two classes of women, her poor sisters in heathen lands and her poor sisters at home, who raised above the need to toil for their daily bread, fritter away their days in idle nothings or worse than nothings.

There are many ways in which the sins of the parents are vented on their children. If parents neglect or refuse to fit their daughters so that, if need be, they can face the world in such a manner as to claim therefrom a comfortable livelihood, when adverse days come, then will they, too late, realize their error. How hard the lot of those who have been too tenderly cherished and too carefully kept from a real knowledge of what our life on earth is intended to be, when compelled to earn their daily bread in some poor way. But some one asks—What can I learn to do? I am not suited for the work of a doctor? Very

likely not. It would be a sad state of affairs if we all were to become doctors.

We would soon hear a wail of distress not from the sick but from the hungry. Perhaps, my sister, God has laid out your work in the form of many little things which you are overlooking in your search for something you think is greater or nobler. Nine out of every ten of us will most likely have but seldom to go outside the four walls of our own homes to find our hands full. Only let us realize that we, one and all, rich and poor, are called upon to be bees not butterflies, and we will find no lack of useful work everywhere around us. Surely, in this the last quarter of the nineteenth century it is high time that we, as Christian women, cease to be ashamed of the example set us by the carpenter's son of Nazareth. Far more than we need the right to cast our votes into the ballot box, do we need that our work should be valued by ourselves as it is in the eyes of God, not for what sort of work it is, and who it is that does it, but for the manner and spirit in which it is performed. The right to vote a few men have it in their power to grant or to withhold, but this higher and nobler right is a power within the breast of each one of us, and asserts itself only by degrees as the eyes of our understanding open more and more to take in the real meaning of living. And this thought ought to be a very serious one to those of us who, having come to the close of our college life, are to-morrow to be granted the right to go out and take our stand in the world's battle field. We desire to fight bravely and win success; how best can we do this? Hear the voice of a well tried, valiant old soldier—the hero of a thousand fights—"I beseech you therefore, brethren, by the mercies of God that you present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service." A reasonable service, "For is he not the King to whom we owe our being?" None who seek a life of ease or self-indulgence need enlist under his banner, for his marching orders are "Whosoever thy hand findeth to do, do it with thy might." Nor does he promise to pay any of his soldiers with fame or riches, or earthly honors, though all these things may be added. Let us listen to this being, Christ Jesus, speaking alike to everyone who enters His service. Hear His gentle voice saying "My peace I give unto you, not as the world giveth give I unto you." And again hear his sure promise "Be thou faithful unto death and I will give thee a crown of life." Strengthened then with this peace which passeth understanding, and inspired by the glorious hope that lies before us, little matter is it in what part of the world our lot is cast, or what the kind of work put into our hands to do, we cannot fail of success.

From those whom we are leaving behind us and who look forward to again returning to these college halls we would fain keep back that sorrowful word "Farewell." We would that we might be always together. This must not be, but there still remains to us to be treasured in our hearts happy memories because you have been our fellow-students. If we would say a word to you that word must

be, "Go on as you have begun." No need to warn you against trifling away your time in the eager pursuit after knowledge we are sometimes apt to forget that our college days are a part of our actual life. We are tempted to selfishly shut ourselves up in our rooms and give ourselves wholly over to our books, forgetting that we have a spiritual, a physical and a social nature as well as an intellectual nature, each of which if neglected suffers serious loss. How better can we part than by saying to each other and to our own hearts, let us strive to live each day as we would wish to live it, did we know it to be the last day of our life.

Mr. John McKinnon as the representative of the Final Class in Arts was next called on to deliver his address.

#### ARTS VALEDICTORY.

*Mr. Chancellor, Gentlemen of Convocation, Ladies and Gentlemen:—*

It is almost needless to say, that the close of this session is to us fraught with greater interest and concern than any we had the pleasure of witnessing heretofore. It brings us to a time to which we looked forward, not altogether with Stoical indifference, but with more or less impatience and anxiety. We regarded graduation somewhat in the light of a treasure placed on the summit of an eminence, the ascent to which was over the intricate and wearisome path of hard study, obstructed at intervals by the steep slippery cliffs of examinations. Step by step we have been scaling this height, under the somewhat uneasy consciousness that when taking what we hoped would be the final and triumphant step, there was a grim possibility of slipping in such a way as to place the coveted object still some distance beyond. Those whom I have the honour to represent to-day, however, have not been thus unfortunate, and now that we have reached the summit and grasped the object of our search, now that "danger past is turned to present joy" we can agreeably reflect upon any difficulties encountered, feeling ourselves amply repaid for the effort put forth by the more extended view which we are enabled to take.

College days, notwithstanding examinations, are proverbially happy days, and our experiences have not been exceptional in this respect. Apart from the "ineffable joys" which the "studious mind" derives from study in itself, there are many things which tend to make the time spent in college pleasant, as well as profitable. There is, in the first place, the peculiar satisfaction of forming the acquaintance and enjoying the association and friendships of so many young men, largely on the same plan and having similar aims in life. It will always be a pleasure in after years to meet those with whom we associated and worked here. But, further, there are the various organizations, which are a necessary appendage to every prosperous college, and which give to student life a variety and freshness seldom elsewhere enjoyed to such a degree. The hours spent in the various literary societies of the University, the friendly though often violent contests on the

Campus and in the gymnasium, the mirth-provoking, yet awe-inspiring scenes of the "most ancient *Concursus*," will in future often loom up upon the mental horizon and produce pleasing reminiscences.

It may not be out of place here, with due modesty, to state that the class of '86 has taken warm interest in all these college institutions, especially the Athletic Associations. During the last four sessions foot-ball has formed a prominent feature in student life at Queen's. The Association team now loses some of its most brilliant players. These retire, however, not without the satisfaction of leaving a trophy of their many victories in the Championship Cup still held by our club. It is also gratifying to see that the new Campus upon which the honour of Queen's will in the future be sustained, has been successfully completed. The gymnasium under the management of a member of the class, has this session reached a higher degree of efficiency and usefulness than ever before, and we are glad to see that steps have already been taken to render it equally useful next year. The Rugby Club, which has already made for itself a very creditable record, traces its existence to the freshman class of '82. Our Baseball and Snow-Shoe clubs, also, found in it ardent supporters.

The above shows you, ladies and gentlemen, that a student of Queen's need not become a dyspeptic for lack of means of physical exercise. We would not have any one infer, however, that the greater part of the work of the undergraduate is physical training. The class of '86 thought alive to the importance of a due amount of bodily exercise, has nevertheless not forgotten the superiority of mind to matter. Mental culture should, of course, be the chief aim of the student, and we are satisfied that this fact is not lost sight of here. Perhaps no truth has been more effectively impressed on our minds during our course than this, not merely that there is "no royal road to Geometry" as Euclid once said, but rather that there is no royal road to the degree of B.A., much less an M.A. in Queen's.

It may also be mentioned here before passing that the class of '86 has been in many respects a representative class. It embraces students of both sexes, hailing from all parts of our country from Lake Huron to the Atlantic, (also from beyond the ocean) and representing all the leading religious denominations of our land, viz.: Presbyterian, Methodist, Episcopalian and Roman Catholic, this latter circumstance showing in the best way the vanity of the cry of "denominational," which we sometimes hear raised against Queen's. The present graduating class, however, does not include what has hitherto formed the class of '86. Some are so strongly attached to their Alma Mater that they have decided to delay their final separation at least one year. Two of our number have been removed by death. They were snatched off the stage of action in the midst of prosperous careers and bright future prospects, but not before winning a warm place in the affections of their fellow-students. Perhaps

I could not express the mind of the class to-day better than by the familiar words "absent but not forgotten." Some of our lady class-mates, having gratified their natural curiosity by acquainting themselves with the mysteries of college life, soon, much to our regret, abandoned our ranks. Tennyson says that "women are angels," and Byron adds that "angels have wings and always end up in flying off." These statements, however, are only true in some cases. We are not on this occasion deprived of the honor of having associated with us a lady graduate of high standing. This is an honor which, no doubt, on account of its frequency will soon cease to be regarded as such. Each year adds to the number of our lady students. The question of university co-education in Canada, upon which Queen's was the first to favourably decide, is now finally and no doubt satisfactorily settled. The latest and perhaps the most forcible objection to the university training we have noticed is that of a Professor, who very strongly objected and said that all his reasons were embraced in one, viz.: That he was "married to a lady with a collegiate education."

The members of the present graduating class in going forth from this University to engage in the varied duties of practical life feel more or less the weight of the responsibility resting upon them. We will henceforth be looked upon as graduates, and it therefore becomes our duty not only to sustain the honor of our Alma Mater, but also to exhibit to the world the benefit of a higher education. This we must do by wisely regulating and directing our own lives first, and then using our influence for the public good. The training secured here has been eminently fitted to enable us to more effectively grapple with the intricate problems of life. It may indeed seem to some that the greater part of the work required of students in Arts is of no practical value in after life. Such a supposition may be largely in accordance with the popular spirit of this extremely practical age, the two leading ideas of which are utility and progress.

It has become a pet question of our day to inquire "whether such a branch of knowledge is practical?" or "whether any practical good arises from pursuing such a study?" This of course is a legitimate question, and when regarded as an index to the spirit and tendency of the age, also a hopeful one. Knowledge to be of any real value must be capable of being turned to practical account. There is danger, however, of running to an extreme in this matter as in everything else. The term "practical" is liable to be misunderstood or misapplied. Some, in their desire to be thoroughly practical, may be vainly trying to place the use of knowledge before its acquisition. The indirect practical value also of some studies is liable to be overlooked. We believe that as a general thing the most successful practical man is the man of well trained intellect, the man who has become acquainted with general principles and laws and who knows well how to apply them. Sound judgment, right principles, correct ideals must precede good practice. A writer has said

that "all that is truly great in the practical is but the actual of an antecedent ideal." Now, although much of what is studied in an Arts course cannot be directly applied in every day life, as a carpenter applies a foot-rule and the multiplication table, yet it does not follow that it is of no practical value. Some subjects, such as the ancient Classics and the higher Mathematics, are highly useful for mental discipline and culture. They deal largely in general principles and truths, and exercise the student in the application of these to particular cases requiring the exercise of reason, judgment, tact, practical ingenuity and skill. Also, a knowledge of such subjects as these, whilst indispensable in certain vocations of life, always tends to mental independence and originality of thought and research. They tend to raise the mind from the servile habit of imitation and dependence upon others to the dignity of self-reliance and self-action.

A full discussion of the practical value of an Arts education, not merely in any special department of work, but in any and every pursuit or avocation of life, would be much beyond the limits of this valedictory. We are fully convinced, however, that nothing has been studied here which should not be directly or indirectly useful to us in after life. In our reading we have been carried back into the ages gone by, and shown how men then acted and thought. We have seen how the human race has grown and progressed in knowledge and civilization. We have been taught to more or less accurately discriminate between the true and the false; to fortify ourselves against credulous simplicity as well as rash scepticism and presumption; and to more or less easily subjugate ourselves to the government and weight of reason. By the Mathematical, Physical, and Natural Sciences we have been introduced to the study of nature in all its interest and instructiveness. In the midst of infinite variety we have been led to look for perfect uniformity and harmony. Everywhere we see evidence of contrivance, design and infinite wisdom. We see that all is governed by general laws imported and maintained by the divine Creator of all things, laws so minute as to govern the smallest particle, yet so omnipotent as to preserve the stability of worlds. By such study our conceptions of life have been corrected and heightened, our minds strengthened, our circle of vision enlarged, and our sympathies drawn out and quickened. In short, we have thus been better fitted for wise, useful and true living.

It is not for me on this occasion to surmise the future of any of the graduates of '86. All of us do not indeed expect to be such lights in the world as many who before us have gone forth from these walls and who are now making their mark and holding high positions all over this broad Dominion. Nevertheless we feel that there is room for us all, and that in whatever sphere, however humble, our lot may be cast, we can be useful. Water is of greater general usefulness, though not so powerful and ostentatious as steam. Tapers are often useful to illuminate places which the light of the sun could not reach.

On leaving this institution for the last time, as many of us now do, it is with deep regret that we to a large extent sever the many agreeable associations and connections here formed. During our course we have taken warm interest in our Alma Mater, and we believe that our interest and loyalty will only be increased by separation. Queen's was tolerably well known to the most of us by reputation before entering her walls as students. We were led to form high expectations, to have strong faith. Having now personally tested her, perhaps as well as she has tested us, you will allow us to say that, having fought a good fight, having finished our course, we can with equal truth declare that we have kept the faith. Whilst regarding with pride her present condition, her increased prosperity and glory will ever be our desire and aim.

Allow us, Mr. Chancellor, to take this opportunity of expressing the satisfaction we have felt on your selection to the important position you occupy. Your re-election, be assured, has been more gratifying to none than to the students of the University. Queen's in this case has no doubt wisely followed the advice of the poet:

"The friends thou hast and their adoption tried,  
Grapple them to thy soul with hooks of steel."

To you, Mr. Vice-Chancellor and Principal, we say a grateful farewell. Though not privileged to come under your direct tuition in the class-room, we nevertheless have in many ways been brought to see your personal worth and eminent fitness for the position you hold. We trust your tact, energy and ability may long be employed in the interests of this now progressive institution. To you, our Vice-Principal, the veteran Professor and "student's friend," we also wish to express our warmest feelings of respect and esteem. We are glad to see that your old age is as serene and cheerful as your youth has been brilliant and your manhood useful.

To you, our Professors and Lecturers, we owe deep gratitude for your untiring efforts in our behalf, as well as for the courteous treatment we have received at your hands. With much patience you have guided our often unwilling steps through the infinite windings of the labyrinths of the various branches of study. In so doing, whilst we have gathered much useful knowledge, made more portable by being systematized and lopped of many encumbrances, yet it was evident to the most unservant of us that your main object was not cram but culture; not instruction but education; not so much to impart knowledge as to enable us to acquire it. You have therefore done little more than to bring us to the vestibules of some of the most precious temples of knowledge, and furnish us with the keys by which we may open their portals and explore their various apartments. Our work as students has been in more than one respect learning to know what we don't know. The height we have scaled only serves to reveal more clearly the infinite heights still towering above us. Our future success will largely de-

pend upon ourselves, and upon the use made of the instruments here placed in our hands.

It is not our intention to unduly laud the citizens of Kingston, because such may perhaps be customary on these occasions. Sydney Smith says that "among the minor duties of life he hardly knows any more important than that of not praising where praise is not due." This, we believe, is very true, but it is also no doubt equally true, that among the minor duties of life is that of praising where praise is due. We who have come up here this afternoon to make as it were our last obeisance to our Alma Mater should not overlook the power from which she sprang and the power by which her vigour and usefulness are so well sustained. We believe that Queen's is in no small degree indebted to the liberality, sympathy and countenance of the people of Kingston for her present state of efficiency. So we who have come here for our own improvement are not slow to express our gratitude, not only for this countenance and support but also for the kind and courteous treatment which we as individual students have received in your midst. Next to the intrinsic merit of the instruction and training received in this University, the noticeable circumstance that a student who once enters it seldom leaves to complete his studies elsewhere, is no doubt largely due to the kind hospitality and courtesy of the citizens. Queen's may well be satisfied to remain in a place offering so many attractions and advantages to the student, and Kingston on the other hand may well be congratulated that Queen's is now one of its fixed and permanent institutions. We would remind you, however, that she is only fixed in situation and general aim, but peculiarly susceptible to variation in further extension and increased efficiency.

To our fellow-students we have only a word to say in this formal manner. Whilst perhaps enjoying those of you who are for some time longer to remain in these halls to make them echo your merriment and song, nevertheless knowing that a student like, every other mortal, has his own difficulties to surmount, you have our sincere sympathy and well wishes. Be assured that we will watch with interest your college careers and always rejoice at your successes. For your consideration, if you will allow us, we would humbly submit the words of the wise man, "Seest thou a man diligent in his business? He shall stand before Kings." This, we believe, reveals the secret of success in any undertaking. Students in Arts, Divinity and Medicine we bid you farewell and wish you all success in life. We have been here accorded high and valuable privileges and advantages. We live in a time of great activity and enterprise, truly in an age when "many run to and fro and knowledge is increased." We live in a land of bright prospects and grand possibilities, a land "upon whose shore on either side an age rests," and which contains within it the necessary elements and conditions of future greatness and prosperity. It is therefore incumbent on us all, and more especially upon those of us who are now graduating from this institution, to act

our several parts in life consistently with our advantages and privileges, with due regard to the claims and requirements of our age, country, a common humanity, as well as to the glory of our Creator and our own eternal character and destiny.

### THE RESULTS OF THE FINAL EXAMINATIONS.

THE results of the final examinations in Arts, Divinity and Medicine were announced on the 26th ult., and were as follows:

#### GRADUATES IN ARTS.

- J. Armour, Perth.  
J. J. Ashton, Darlington.  
W. G. Bain, Kingston.  
O. Bennett, Peterboro.  
C. J. Cameron, Kingston.  
E. J. Corkhill, Loughboro.  
D. L. Dewar, Glen Sanfield.  
E. Elliott, Kingston.  
N. M. Grant, Stellarton, N.S.  
H. E. Horsey, Kingston.  
L. Irving, Pembroke.  
F. W. Johnson, Regina.  
T. W. Kelly, Brantford.  
J. Marshall, Cobden.  
J. Miller, Peterboro.  
J. McKinnon, Prince Edward Island.  
T. W. R. McRae, Belleville.  
D. M. Robertson, Williamstown.  
E. C. Shorey, Cataragui.  
G. J. Smith, Peterboro.  
M. M. Spooner, Kingston.  
R. Whiteman, Teeswater.  
F. M. Young, Napance.  
T. H. McGuirl, Kingston.  
B. A. (ad eundem) - C. D. McDonald, Thorold.  
L. L. B. - H. M. Mowat, B. A., Kingston.  
B. D. - Roderick McKay, B.A., Picton, N. S.

#### GRADUATES IN MEDICINE, M.D. AND C.M.

- W. C. Beeman, F. Bruce, H. E. Burlette, S. Cassleman, C. Collins, J. M. Connerty, S. S. Cornell, W. F. Coy, S. G. Creegan, A. A. Dame, Annie E. Dickson, M. L. Dixon, E. J. Donovan, D. E. Foley, T. B. Galligan, J. Hamilton, J. E. Hanna, F. C. Heath, G. G. Jack, A. Jamieson, I. J. Lane, W. M. Mather, S. J. Mellow, D. E. Mundell, J. Mundell, E. J. McArdle, E. McLaughlin, A. F. Mavety, J. H. Nimmo, Miss M. Oliver, C. Pitblado, J. M. Shaw, F. B. Smith, D. G. Storms, E. J. Watts, E. W. Wright, J. Hutchinson.  
C. M. - John Odlum.

#### MEDALS.

- Carruthers gold medal, Mathematics - H. E. Horsey, B. A., Kingston.  
Carruthers gold medal, Chemistry - E. C. Shorey, B.A., Cataragui.  
Mayor's gold medal, Mental and Moral Philosophy - A. Gandier, B.A., Fort Coulonge.

Chancellor's gold medal, English Language and Literature - J. F. Hunter, M. A., Thorold.

Prince of Wales silver medal, Modern Languages - Marion Folger, Kingston.

Prince of Wales silver medal, Natural Science - E. C. Shorey, B.A., Cataragui.

#### GENERAL PROFICIENCY DURING COURSE.

Governor General's special prize - J. Marshall, B.A.  
Mr. E. C. Shorey is to be congratulated on carrying off two medals, a gold and a silver in one year, a thing never before done at Queen's.

#### HONOURS.

##### MATHEMATICS - SECOND YEAR.

W. J. Patterson, first class; E. P. Goodwin, second class; A. Ross, second class.

##### MATHEMATICS - THIRD YEAR.

J. Findley, first class.

##### MATHEMATICS - FINAL YEAR.

H. E. Horsey, first class; J. McKinnon, first class.

##### CLASSICS.

Greek, W. Clyde, first class. Latin, W. A. Logie, first class.

##### MODERNS.

M. Folger, first class; J. Dunlop, first class; E. Elliott, second class; T. W. R. McRae, second class; J. Miller, second class.

##### CHEMISTRY - FIRST YEAR.

O. Kilborn, first class; W. T. McClement, first class.

##### CHEMISTRY - SECOND YEAR.

O. Shorey, first class; S. Gardiner, first class.

##### NATURAL SCIENCE - FIRST YEAR.

O. Kilborn, first class; Miss Farrell, first class.

Geology only - A. McRossie, first class.

##### NATURAL SCIENCE - SECOND YEAR.

E. C. Shorey, first class; S. Gardiner, first class.

Zoology only - A. McRossie, first class.

##### MENTAL AND MORAL PHILOSOPHY.

A. Gandier, first class.

##### HISTORY AND ENGLISH.

J. F. Hunter, first class; W. Nicol, first class; T. W. R. McRae, first class; E. Elliott, first class in History, second class in English; J. Miller, second class.

#### SCHOLARSHIPS IN ARTS.

Foundation No. 1, Junior Latin - George E. Dyde, Kingston.

Foundation No. 2, Senior Greek - J. H. Mills, Lindsay.

Foundation No. 3, Senior English - Alice Chambers, Wolfe Island.

St. Andrew's, Toronto, Senior Greek - T. R. Scott, Aurora, R. C. H. Sinclair, Carleton Place, equal.

Toronto, with the honor of St. Andrew's Church, Toronto, Senior Latin - W. A. Finley, Lakefield.

Glass Memorial, Junior Mathematics - T. H. Farrell, Kingston.

Foundation No. 4, Junior Philosophy - W. G. Bain,

Kingston, J. M. McLean, Cape Breton, equal.

Foundation No. 5, Junior Physics—W. J. Patterson, Maxwell.

Foundation No. 6, Junior Chemistry—John Marshall, Cobden.

Nickle, Natural Science—T. G. Allen, Brockville; C. A. D. Fairfield, St. Catharines, equal.

Cataragui, History—W. H. Cornett, Gananoque.

#### SCHOLARSHIPS IN THEOLOGY.

Robert Anderson, Third Year Divinity—R. Gow, B.A., Wallace town, and J. McLeod, B.A., Belfast, P.E.I., equal.

Robert Anderson, Second Year Divinity—S. Childers, B.A., Cobden.

Robert Anderson, First Year Divinity—Johnson Henderson, B.A., Pictou, N.S.

Hugh MacLennan, Church History—J. F. Smith, Latona.

Church of Scotland, No. 2, First Year Hebrew—T. A. Cosgrove, Millbrook.

Church of Scotland, No. 3, Second Year Hebrew—G. R. Laug, B.A., Beckwith; M. McKinnon, B.A., Belfast, P.E.I., equal.

Church of Scotland, No. 4, Third Year Hebrew and Chaldee—R. McKay, B.A., Pictou, N.S.

Mackerras Memorial, Greek Testament Exegesis—Arpad Givan, B.A., Campbellford.

Rankin, Apologetics—A. Gandier, B.A., Fort Coulonge.

Spence, for general proficiency in first year's work—W. J. Fowler, M.A., Doaktown, N.B.

#### PASSEMEN.

Junior Latin—G. E. Dyde, D. R. Drummond, R. S. Minnes, F. King, A. G. Hay, S. T. Chown, J. H. Mills, Maud M. Squires, W. Curle, T. G. McPhail, T. H. Farrell, P. Mahood, T. B. Scott, E. H. Russell, J. A. Minnes, J. A. Sinclair, E. B. Echlin, R. M. Phalen, R. J. Hunter, T. J. McCammon, N. A. Macpherson, D. Strachan, J. F. Carmichael, F. M. Brown, J. D. Boyd, J. A. Redden.

Senior Latin—W. A. Finlay, A. W. Beall, W. B. C. Barclay, E. Pirie, M. M. Spooner, J. A. Claxton, T. R. Scott, E. S. Griffin, R. C. H. Sinclair, A. U. Bain, G. E. Hartwell, H. Leask, Alice Chambers, N. Jackson, E. Corkhill, L. T. Lockhead, A. K. H. McFarlane, D. L. Dewar, J. G. Potter, J. Cattanaich, J. McEwen, J. A. McDonald, A. Mackenzie, W. A. Stuart, H. A. Lavell.

History—W. H. Cornett, L. T. Lockhead, N. Jackson, J. C. Cameron, W. B. C. Barclay, D. M. Robertson, D. L. Dewar, R. Whiteman.

Junior English—D. R. Drummond, Maud M. Squires, W. Curle, A. G. Hay, G. E. Dyde, E. H. Russell, W. R. Givens; D. G. McPhail, R. M. Phalen, E. B. Echlin, equal; Jenny Farrell, J. A. Sinclair, equal; D. Strachan, J. D. Boyd, J. S. Gillies, F. King; J. A. Minnes, J. Cattanaich, equal; J. H. Madden; S. S. Burns, J. W. Lowden, equal; T. P. Camelon, P. Mahood, equal; A. R. McDonnell; J. M. Camelon, J. W. Muirhead, D. D. McDonald, N. A. McPherson, equal.

Senior English—Alice Chambers; T. B. Scott, L. Lockhead, W. J. Patterson, equal; J. A. Claxton, T. R. Scott, G. J. Smith, W. P. Barclay, A. U. Bain, J. A. McDonald, H. G. Folger, E. Pirie, F. G. Allen; M. Mackenzie, J. G. Potter, equal; S. H. Gardiner; E. C. Shorey, J. A. Reddon, equal; F. H. Fraser, G. E. Hartwell, H. Leask, E. S. Griffin, H. A. Lavell, A. H. Ross, G. J. Bryn, W. M. Garrett, J. H. Mills.

Junior French—F. King, R. S. Minnes, T. Farrell, J. S. Gillies, J. A. Minnes, S. J. Chown, P. Mahood, F. J. McCammon, W. H. Brokenshire, F. M. Brown, J. M. Farrell, A. R. Watson, C. O'Connor, L. J. Lockhead, L. A. Lockhead, R. D. Dupuis.

Senior French—A. W. Beall, J. A. Claxton, H. A. Givens, H. A. Lavell, E. S. Griffin, A. Chambers, W. R. Givens, T. McEwen.

Junior German—F. King, R. S. Minnes, T. H. Farrell, S. T. Chown, J. A. Minnes, F. J. McCammon, C. O'Connor, J. M. Farrell, W. H. Brokenshire, F. M. Brown, R. D. Dupuis.

Senior German—A. W. Beall, J. A. Claxton, H. A. Lavell, Hannah A. Givens, E. S. Griffin, W. R. Givens, G. J. Smith, Alice Chambers, F. M. Young.

Junior Physics—W. J. Patterson, F. M. Young; J. Hales, J. M. McLean, equal; E. Elliott; O. Bennett, T. B. Scott, equal; H. Wilson, H. G. Folger, M. McKenzie, D. Cunningham, J. J. McLennan, J. Armour, F. Carmichael, D. M. Robertson, W. A. Logie, J. Miller, J. McFarland; W. A. Cameron, T. W. R. McRae, equal; R. J. Sturgeon, O. Kilborn, R. Whiteman, equal; J. Redden, A. H. Ross, equal; C. J. Cameron, L. Irving.

Senior Physics—J. Finlay.

Chemistry—J. Marshall, A. E. Bolton, C. A. D. Fairfield, G. W. Morden, W. S. Morden, J. Hales, F. J. Kirk, D. Cunningham, J. C. Connell, H. W. Townsend, W. A. Cameron, D. M. Robertson, J. W. White, L. Irving, A. Haig.

Natural Science—T. G. Allen, C. A. D. Fairfield, equal; F. J. Kirk, W. McClement, W. G. Bain, W. A. Cameron, T. G. Marquis, J. W. White, G. W. Morden, A. Hague, G. J. Smith, G. J. Bryan, W. J. Kild, N. M. Grant.

Junior Philosophy—W. G. Bain, J. M. McLean, equal; W. S. Morden, H. S. Folger, T. A. McLeod, M. McKenzie, H. L. Wilson, F. J. Kirk, H. A. Givens, D. Cunningham, M. M. Spooner, J. A. McDonald, E. Corkhill, C. A. Cameron, A. W. Beall, T. G. Allen, W. A. Cameron, T. A. Cosgrove, E. C. Shorey, A. K. H. McFarlane, R. J. Hunter, J. McEwen, F. R. Parker, R. Whiteman, H. P. Thomas, H. N. Dunning, J. Hales, G. W. Morden, A. Haig, R. J. Sturgeon, G. J. Smith, W. T. Holdercroft, D. Fleming, J. Armour, W. R. Givens, F. H. Fraser, N. M. Grant, C. B. Dupuis, J. F. Carmichael, J. Miller.

Senior Philosophy—J. Marshall, J. Rattray, T. W. Kelly.

Medical Botany—H. C. W. Graham.

Junior Greek—J. H. Mills, G. E. Dyde, D. R. Drummond, A. G. Hay, D. G. McPhail, T. B. Scott, J. A.

Sinclair, Maud M. Squires, W. Curle, E. H. Russell, E. B. Echlin, R. J. Hunter, J. D. Boyd, N. A. McPherson, A. McKenzie, T. P. Camelon, H. H. Pirie, J. W. Muirhead, J. McEwen, D. Strachan.

Senior Greek—W. A. Findlay, H. W. Townsend, T. R. Scott, R. C. H. Sinclair, equal; T. A. McLeod, A. U. Bain, J. Rattray, J. M. McLean, E. Ryan, G. Hartwell, E. Pirie, J. J. McLennan, D. Fleming, D. L. Dewar, J. Catlanach, J. G. Potter, H. Leask, J. Armour, W. H. Cornett, J. W. Kelly.

Junior Mathematics—Superior Rank Pass and Problem Paper—T. H. Farrell, R. S. Minnes, W. Curle, F. King, S. F. Chown, L. T. Lockhead.

Pass Paper—D. Drummond, E. H. Russell, J. Marshall, D. G. McPhail, W. Holdcroft, A. G. Hay, J. H. Mills, J. H. Madden, R. M. McKenzie, A. Phelan, G. E. Dyde, O. Kilborn, R. C. Sinclair, F. Parker, E. B. Echlin, M. Squire, F. J. McCammon, J. Farrell, E. S. Griffin, S. Burns, D. Strachan, J. S. Gillies, L. Irving, P. Mahood, N. A. Macpherson, F. W. Johnson.

Senior Mathematics—W. J. Patterson, E. P. Goodwin, A. H. Ross.

#### THEOLOGY.

Third Year Theology—R. McKay, A. Givan, R. Gow, J. McLeod, equal; W. Allen, J. A. Grant; A. H. Campbell, A. McAuley, A. McRossie, equal.

Second Year Theology—A. Gandier, S. Childerhose, J. F. Smith, J. Steele, H. R. Grant, J. W. Buchanan, A. McRossie, L. Perrin.

First Year Theology—W. J. Fowler; J. Henderson, M. McKinnon, equal; W. J. Drummond, J. W. Milne, G. R. Lang, D. J. Hyland.

Old Testament Criticism—R. McKay, J. Henderson, W. J. Fowler; A. Givan, L. Perrin, equal; J. McLeod, J. A. Grant, H. R. Grant, J. F. Smith; Orr Bennett, W. J. Drummond, equal; G. R. Lang, R. Gow, M. McKinnon, J. Steele, N. Campbell, D. J. Hyland, W. Allen.

Apologetics (Senior division)—H. R. Grant, J. Steele, J. F. Smith; L. Perrin, S. Childerhose, equal; A. McRossie, J. W. Buchanan.

Apologetics (Junior Division)—A. Gandier, J. Henderson, W. J. Fowler; J. W. H. Milne; M. McKinnon, D. J. Hyland, equal; G. R. Lang.

Special Examination—Orr Bennett.

Church History—R. McKay, W. J. Fowler, J. Henderson, J. F. Smith, R. Gow; Orr Bennett, J. McLeod, equal; J. W. Milne, A. McRossie, J. A. Grant, S. Childerhose, M. McKinnon, L. Perrin, J. W. Buchanan, N. Campbell, equal; W. Allen, H. R. Grant, A. Givan, D. J. Hyland, G. R. Lang, A. McAuley; W. J. Drummond, F. W. Johnson, equal; W. J. Mills, D. Millar.

Hebrew, Third Year—R. McKay; W. Allan, J. McLeod, equal; J. A. Grant, R. Gow.

Hebrew, Second Year—M. McKinnon, G. R. Lang, equal; J. Steele, H. R. Grant, D. J. Hyland.

Junior Hebrew—T. A. Cosgrove, J. J. Ashton, W. J. Fowler, P. A. McLeod, J. A. Henderson, W. J. Drum-

mond, R. W. Whiteman, J. G. Potter.

Chaldee—R. McKay, W. Allen, J. McLeod.

New Testament Criticism—R. McKay, A. Givan, W. J. Drummond; W. Allan, J. Grant, J. McLeod, equal; S. Childerhose, R. Gow, J. Steele, equal; Orr Bennett, W. J. Fowler, R. Perrin, equal; J. Henderson, G. R. Lang, equal; N. Campbell, H. R. Grant, D. J. Hyland.

#### LAUREATION.

THE ceremonies in connection with the presenting of medals and the laureation of the graduates in Arts and Medicine took place on the 28th ult. The Rev. D. J. Macdonnell, of Toronto, opened with prayer. The Honorable Alex. Morris, as Chairman of the Board of Trustees, then arose, and on behalf of the Trustees, presented the University with an admirable oil painting of the late Hon. John Hamilton. In his address Mr. Morris made mention of the love shewn to Queen's by the late Mr. Hamilton and placed his life of energy and uprightness before the students as one worthy to be taken as a model. Before concluding Mr. Morris suggested that a portrait of our esteemed Vice-Principal, Prof. Williamson, LL.D., should be obtained, and we are sure that all graduates and students would feel it a privilege to add in securing a portrait of Dr. Williamson to grace the walls of Convocation Hall.

After the Chancellor had accepted the gift from the Trustees the scholarships won in the different classes were then presented amidst much applause from the students.

Mayor Whiting, in a neat speech, presented Mr. Alf. Gandier, B.A., with the Mayor's gold medal, awarded to the student taking the highest stand in the honor class of Mental and Moral Philosophy.

Prof. N. F. Dupuis, on behalf of the donor, Mr. John Carruthers, presented the Carruthers Gold Medal, awarded on the honor work in Mathematics, to Mr. Herb Horsey, B.A. In presenting this medal Prof. Dupuis said that Mr. Horsey was one of the best, if not the best, mathematician who had gone through his hands.

Mr. E. C. Shorey, B.A., was then presented with the Carruthers gold medal, awarded on the honor work in Chemistry, and also with the Prince of Wales silver medal, awarded on the honor work in Natural Science. Mr. Shorey is one of the most distinguished graduates that has left Queen's.

The Chancellor then presented Mr. John Marshall, B.A., with the Prince of Wales silver medal, awarded for general proficiency during the course.

After the names of the students who had taken honors in the different classes had been announced the graduating class in Arts were each in turn presented to the Chancellor by the Vice-Principal, Dr. Williamson, and, having knelt before him to be 'capped' and 'hooded,' they rose a *Baccalaureus Artium*.

The members of the graduating class in Medicine were then presented by the Dean of the Medical Faculty, Dr.

Fife Fowler, and after being "capped" and "hooded," enrolled their names in as M.D.s. in the University register.

Mr. H. M. Mowat, B.A., was presented by Mr. John McIntyre, Q.C., and upon him was conferred the degree of LL.B., and upon Mr. Rod. McKay, B.A., the degree of B.D.

#### HONORARY DEGREES.

Dr. Grant then arose and presented the names of the Rev. Silas Rand and Rev. Æneas Dawson, as follows:

MR. CHANCELLOR,—I have the honour to present to you the name of the Rev. Silas Tertius Rand, for the purpose of enrolment among our honorary graduates. Mr. Rand was born in 1810 in Cornwallis, Nova Scotia. While working as a bricklayer and stonemason he taught himself Arithmetic, English Grammar and the rudiments of Latin, Greek and Hebrew. In 1834 he was ordained minister of the Baptist Church. The study of languages became such a passion with him that he was able at one time to speak and write 13 different languages. In 1846 he devoted himself to missionary work among the Indians of the Maritime Provinces, and for the greater part of the forty years that have since elapsed he has toiled on without recognition from any church or salary from any society. He has never asked any one for money, but his modest wants have already been supplied by Him who makes ravens His agents when men cannot or will not act. Mr. Rand has never lost faith in the Indian. He believes that the Indian is a man, and capable therefore of progress here and of immortality hereafter. And he has lived to see great changes for the better in the material and social condition of the Miames and Maliseets. When he began his work they were all in their primitive barbarism, with the vices of white men superadded; whereas, now, many live in houses, own property and schools, have the gospel and other books in their own language, partake of our civilization and are inspired with our hope. Mr. Rand has united in his life Apostolic faith and simplicity with the quenchless ardour of the true student. He has made himself the authority on everything pertaining to the history, manners, customs, legends and language of the Maliseets and Miames, and has studied also the Mohawk, Seneca and other dialects. He has translated the Holy Scriptures into Miame, and has composed in the same language tracts, catechisms and hymns. He is at present completing a Miame English Dictionary in which about 30,000 words are collected and arranged. Last session the Dominion Parliament recognized his services by giving a grant to enable him to publish this great work. The Bureau of Ethnology of the Smithsonian Institute is now publishing a "Bibliography of Indian Literature," ten pages of which are occupied with the simple enumeration of his writings. In asking you to confer on Mr. Rand the degree of Doctor of Laws, the Senate desires to mark in the most emphatic manner its appreciation of Christian living, vigorous thinking and varied scholarship attained under great difficulties.

MR. CHANCELLOR,—I present to you, also for the Degree of Doctor of Laws, the Reverend Æneas McDonell Dawson. Dr. Dawson was born at Redhaven, Banffshire, Scotland, in 1810. After a thorough classical education in Scotland he went first to Paris, where he studied for four years, and then to Douai. He was ordained in 1835, and did duty in the Edinburgh and London Missions till 1854, when he came to Canada. During thirty-two years service in this country as Rector and Military Chaplain, he has gained the affection and esteem of men of all denominations by his self-denying labours and truly Catholic spirit. This was strikingly manifested last year on the occasion of his "Golden Jubilee," when the citizens of Ottawa generally combined with the Bishop and clergy and the authorities of Ottawa University to make the celebration notable. As an instance of the spirit by which he is animated, I may here refer to the fact that when you, as Chief Engineer of the Canada Pacific Railway, wished to have a form of service drawn up, in which the members of the various exploring and surveying parties between the Upper Ottawa and the Pacific could unite on the Lord's day, you found no difficulty in securing the co-operation of Father Dawson with the Rev. D. M. Gordon, of the Presbyterian Church, and Canon Belford Jones, now the Venerable Archdeacon of the Diocese of Ontario, whom we welcome to-day on this platform. Dr. Dawson is known not only as an eloquent preacher but as a literary man of wide range. He has published letters, treatises and volumes on the Colonial Policy of Great Britain, on the North West Territories, and British Columbia, and various other subjects; he has written original poems, and biographies of Saint Vincent de Paul and of Pope Pius IX; and has given to us some admirable translations, of which the best known is one of Count Joseph C. Maistre's celebrated "Soirées de St. Petersburg." Naturally, he was selected as one of the first twenty English-speaking literary men in Canada, when Lord Lorne constituted the Royal Society, and we, in now enrolling him as a graduate, desire to pay a desired tribute to character and labours that have stood the test of fifty years, and at the same time to give another proof that the University ignores nationality and creed in its recognition of literary work done in and for Canada.

The Chancellor then instructed the Registrar to enrol the names of these gentlemen in the University Register as Doctors of Laws.

Dr. Williamson then presented the names of the Very Rev. John Forrest and the Rev. David Watson, M.A.

He spoke as follows:

MR. CHANCELLOR,—The Senate requests you to confer the degree of Doctor of Divinity on the Very Reverend John Forrest, Principal of Dalhousie College and University. Dr. Forrest was born in 1842 in New Glasgow, Nova Scotia. After studying in the Free Church Academy, Halifax, then one of the best institutions of learning in the Province, he was appointed in 1860 one of its teachers, and in 1861 its Principal. On the union of the

Free with the Presbyterian Church of Nova Scotia the Academy was combined with the college at Truro that belonged to the United Church. In 1866 Dr. Forrest was ordained and inducted into the pastoral charge of St. John's Church, Halifax. He remained pastor of that church for 14 years. During his ministry he gained the confidence of the whole Nova Scotian Church by his devotion to duty, his manliness of character, and his soundness of judgment. In 1880 he was appointed Professor of History and Political Economy in Dalhousie College, and on the retirement of Dr. Ross from the Principalship, he was elected his successor.

Principal Forrest is succeeding in his present great work as he has succeeded in every charge with which he has been intrusted. He is in touch with the students and has the confidence of the governors and benefactors of the University. He is a diligent scholar and a first rate man of business. Dalhousie College is already an institution of which Canada may well be proud, and under Principal Forrest's administration it is certain to take still higher rank. Already a site has been secured in the suburbs of the city for new buildings, and Sir William Young, an honorary graduate of Queen's, has contributed \$20,000 towards their erection. But the Principal's character is the best pledge of the success of the University. He will never cease to be a faithful preacher of the word of God and a trusted guide in the courts of the church. He will be among the students a man among men, and one who believes that in Jesus Christ and Him crucified is all wisdom and all power.

MR. CHANCELLOR.—I now present to you the Rev. David Watson, of Thorah, Master of Arts, whom the Senate has adjudged worthy to receive the honorary degree of Doctor of Divinity. In 1847 Mr. Watson came to Queen's, where he was a distinguished student in the different departments of his course in Arts and Theology. In 1853 he was settled in the charge where he has faithfully laboured for the last 33 years. Few in any church in our country have been the means of gathering around so them so large a congregation and ministering to them so long with unabated energy and success. Yet amid his pastoral duties he has continued with all the zeal of youth to be an earnest student in the different branches of literature and science, and especially to make himself conversant with, and keep abreast of the literature of Theology, doctrinal, practical and controversial, down to the present day. The Senate therefore has conferred on him the honor of the degree of Doctor of Divinity as a just and fitting recognition of his merits.

Chancellor Fleming then instructed the Registrar to enrol the names of these gentlemen among the recipients of the honorary degree of D.D.

The 45th session was then formally declared closed and after "God Save the Queen" was sung, the Hall was soon empty.

# CONVERSAZIONE.

THE most successful Conversazione yet held in Queen's took place on the evening of the 27th ult., under the auspices of the Alma Mater Society. It was determined that this event should eclipse all preceding ones, and accordingly no efforts had been spared to make everything pass off successfully. A very large number of invitations were issued, so that when the appointed evening arrived the halls were almost uncomfortably crowded. Great taste had been displayed in the decorations, and the dark stained woodwork was a splendid background to the bright and many-colored flags and bunting. The great quantity of flowers and the rifles and bayonets of the University Rifle Corps, also, aided greatly in the decorations. The evening was not as pleasant as could be desired, as there was a very heavy fog lying over the city, but this, however, did not dampen the spirits of the students or their guests, for about eight o'clock the carriages began to stream up to the main entrance of the College. The guests were received at the doors by the members of the Reception Committee and conducted to the different dressing rooms. Soon Convocation Hall was crowded and after some selections were rendered by the band of the 14th P. W. O. R., the first part of the programme was opened by a short address from Dr. F. C. Heath, President of the Alma Mater Society. A duet was then rendered in splendid style by the Misses Dick and Irving, and Miss Morrison sang her best in "Deep in My Heart." After the first concert was over the Mathematical and English class-rooms were occupied by those who found pleasure in dancing to the delightful music of the band. Meanwhile the refreshment room was thrown open and was soon well filled, and also the lecture rooms in which experiments were being performed by Profs. Goodwin and Marshall. The second part of the programme was opened by a duet by the Misses Chambers. The song "Bitter Sweet" by Miss A. Frailek was well received and called forth an encore. The duet by the Misses Meek also called forth loud applause. As the evening grew late the guests began to disperse, and by half-past twelve the halls were in darkness. Much praise is due Mr. David Cunningham for the thorough manner in which he performed the arduous duties of Secretary of the Committees.

## QUEEN'S UNIVERSITY ENDOWMENT ASSOCIATION.

IN THE Senate room on Wednesday morning, 28th ult., the first annual meeting of the Queen's University Endowment Association, Chancellor Fleming being in the chair, the report of the committee appointed by the Council last year was read and adopted. The constitution recommended by this committee was considered, some amendments made concerning the qualifications of members, and adopted. The officers for the ensuing year are:

PRESIDENT—Sandford Fleming, C. M. G.

VICE-PRESIDENTS—Dr. Grant, Ottawa; A. Allan, Rev. Jas. Barclay, Montreal; Rev. G. M. Milligan, Jas. Mac-

Iceman, Q. C., Toronto; John Bell, Q.C., Belleville; Hon. G. A. Kirkpatrick, John Carruthers, Kingston, and Chairmen of Branches.

HON. SECRETARY—R. V. Rogers, Kingston.

HON. TREASURER—Donald Fraser, Kingston.

ASST. SECRETARY—J. B. McIver, Kingston.

The following general committee was also appointed: KINGSTON—Dr. Herald, H. A. Calvin, Wm. Harty, G. M. Macdonnell, J. S. Muckleston, A. P. Knight, Rev. Mr. McMorine, C. F. Gildersleeve, Rev. Mr. Mackie.

OTTAWA—Allan Gilmour, Jr., Dr. Robt. Bell, W. McCracken, Dr. Thorburn, Miss Grant.

MONTREAL—Miss Mitchell, A. T. Drummond, Rev. R. Campbell, A. F. Riddell, A. G. McBain, T. A. Dawes, Alex. Macpherson.

TORONTO—Rev. D. J. Macdonnell, G. MacDonald, Hon. A. Morris, G. Bell, W. Mitchell, Wm. Henderson, Dr. Geikie, Dr. Thorburn.

TRENTON—B. N. Davis.

BELLEVILLE—Dr. Gilson, A. E. McColl, Rev. Mr. McLean.

INGERSOLL—W. Bryden.

CARLETON PLACE—Rev. D. Macdonald, Robt. Bell, J. R. Johnston.

PORT HOPE—W. Williamson.

BROCKVILLE—G. R. Webster, Judge Macdonald, J. J. Bell, Dr. Jardine.

STIRLING—Dr. Boulter.

WINGHAM—Dr. Bethune.

GANANOQUE—Geo. Gillies.

PETERBORO—Dr. Kincaid.

PICTON—P. C. McNee.

BRAMPTON—Rev. E. D. McLaren.

COBourg—Rev. D. L. McCrae.

LINDSAY—Rev. D. McTavish.

HAMILTON—Miss E. Smith, M.D., Dr. A. E. Mallock, Rev. J. Laidlaw, M. Legatt.

CHATHAM—Rev. J. R. Battinby.

DUNDAS—J. D. Bissonnette.

WHITBY—J. B. Dow.

OWEN SOUND—Rev. A. H. Scott, Duncan Morrison.

CORNWALL—D. B. MacLennan, Miss Fitzgerald, B. A.

ALMONTE—P. C. McGregor.

LONDON—Rev. J. A. Murray, Dr. McArthur.

PERTH—James Gray.

LANARK—W. C. Caldwell.

PEMBROKE—Wm. Irving.

GUELPH—Dr. Wardrope.

SARNIA—Rev. Dr. Thompson, G. A. McDowell, Judge McKenzie.

Communications were read by the Hon. Secretary, showing that numerous Branch Associations have been formed—at Kingston, with a present membership of 9 Life members, and 261 Annual members, representing \$1,909; Ottawa with a membership of 73; Toronto with two Life and 67 ordinary members, representing \$617; an

Alma Mater Society Branch with 66 members; an Academic Society Branch with 23 members; also, branches in Montreal, Carleton Place, Belleville and Brockville.

It was recommended that the Executive Committee endeavor to have a copy of the COLLEGE JOURNAL sent to every member of the Association. A full report of this meeting was ordered to be printed and sent to all friends of the University. After a vote of thanks was tendered to the Chancellor for his efforts the meeting adjourned.

The constitution was amended so as to allow of five members meeting together to form a Branch, and that all annual subscribers to the funds of the University shall be members of the Association.

At a meeting of the General Committee held afterwards, the following were named as the Executive Committee: The President, Hon. Secretary, Treasurer, Principal Grant, G. M. Macdonnell, C. F. Gildersleeve, W. Harty, J. Carruthers and G. Gillies.

## PERSONALS.

MESSRS. WM. NICOL, B.A., and Adam Shortt, M.A., who are conducting the summer classes in Practical Chemistry and Botany, are meeting with great success, if the number in attendance is any criterion.

Dr. R. N. Fraser, who won the gold medal in '83, has lately taken the degree of M. R. C. P. from London University, England.

Mr. Arpad Givan, the valedictorian of the graduating class in Divinity, was ordained in St. Andrew's Church, on the 12th inst., Rev. Mr. Mackie and Rev. Mr. Houston conducting the ceremony.

We are glad to see that Dr. Herald and Mr. Angus Watson, '89, who have been seriously ill with typhoid fever, are much improved and will soon be able to move about.

Dr. Watson, Mrs. Marshall and Miss Goodwin left for Europe on the 29th ult. Mr. Sid. Gardiner, who was to have accompanied them was prevented from doing so by a bad attack of fever, from which, we are glad to say, he is recovering.

We congratulate Messrs. J. McNee, '84, H. V. Lyon, '84, and Alex. Cartwright, '83, on their success at the Primary Law exams.; also Mr. G. F. Henderson, who passed his first Intermediate successfully.

Queen's graduates seem to be universally successful in the teaching profession, though few enter it. Mr. Isaac Wood, B.A., '83, the worthy Principal of the Dominion Business College is no exception; he and his co-worker, Mr. J. B. McKay, are to be congratulated on the success which has attended their efforts, as their college is now the leading one in the Dominion, both in efficiency and in the number attending it.